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AUTHOR Adamsky, Richard A.
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ABSTRACT

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in managing student activity in an individualized instruction program. Focuses are procedures used to involve students in long- and short-range planning, procedures used to provide them with the leadership they need to make progress in their programs, and procedures used to direct students as they use modules in their programs. Contents include two learning experiences based on two enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the third and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may be provided. (YLB)

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MANAGE STUDENT ACTIVITY IN AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM

By

Richard A. Adamsky

Department of Vocational Education

Temple University

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CE 030 436

Professional Preparation Module

Vocational Teacher

FORWARD

This module is one in a series focused on the skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Modules in this series should be used to supplement those prepared by The National Center For Research in Vocational Education for the professional development of vocational teachers.

This series of modules was developed in direct response to Pennsylvania Vocational Education Program Compliance Standards which, among other things, demand that programs be performance-based to serve the occupational needs and interests of each enrolled student.

The need for developing a special series of modules was recognized by Dr. Carroll Curtis of the Bureau of Research and Evaluation Pennsylvania Department of Education and, through the financial support of his office, these modules were developed.

The modules were reviewed by Dr. Ruth Armstrong and Dr. Robert Elingler which led to changes in this edition of the series. Changes were also made on the bases of feedback received from certain or the more than 200 Vocational Teachers who used the modules during the 1980-81 academic year. The assistance of all who were involved in this effort is gratefully acknowledged.

Richard A. Adamsky
Project Director

INTRODUCTION

Numerous vocational teachers have rejected individualized instruction after discovering through experience that they were unable to cope with some twenty odd students progressing along different paths and at different rates toward occupational competence. Lacking the skill to manage student activity they falsely concluded that individualized instruction was unmanageable and the only sensible thing to do was to return to group instructional methodology.

Individualized instruction does require teachers to have skills not required of them to operate group-oriented instructional programs. For this reason, vocational teachers should develop these skills prior to installing individualized instruction. To do less, is to invite frustration and possible failure.

This module is designed to develop your ability to manage student activity in an individualized instructional program. You will learn how to involve students in long-and short-range planning and how to provide them with the leadership they will need to make progress in their programs. You will also learn how to direct students as they make use of modules in their programs.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual school situation, manage student activity in an individualized instructional program.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures followed by teachers to manage student activity in an individualized instructional program.

2. Given case studies describing how two vocational teachers managed student activity in their individualized instructional programs, critique the teachers' performance.

Prerequisites:

None

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, (2) to locate additional references if needed, and (3) to get assistance in setting up activities with peers or observations of skilled teachers , if necessary. Your Resource Person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

(Optional)

1. Reference: Weaver, David H. "Individualized Instruction: A Return to the One-Room School House?" Business Education World. 55 (November/December, 1974) : 5-7.

LEARNING EXPERIENCE II

(Optional)

An individualized program for you to visit in order to observe the teacher manage student activity and/or to discuss this with the teacher.

LEARNING EXPERIENCE III

(Required)

An actual school situation in which you can manage student activity in an individualized educational program.

A Resource Person to assess your competence at managing student activity in an individualized instructional program.

LEARNING EXPERIENCE I

OVERVIEW

Enabling Objective: After completing the required reading, demonstrate knowledge of the procedures followed by teachers to manage student activity in an individualized instructional program.

Activity: You will be reading the information sheet, Managing student activity in an individualized instructional program, pp. 6-18.

Activity: You will be demonstrating knowledge of the procedures followed by teachers to manage student activity in an instructional program by completing the Self-Check, pp. 19-21.

Feedback: You will be evaluating your competency by comparing your self-check responses with the model responses, pp. 22-24.

Optional Activity You may wish to read Weaver, "Individualizing Instruction: A Return to the One-Room School House?" Business Education World, pp. 5-7.

Activity:

This information sheet explains the role of the vocational teacher in modularized instruction and how long-and short-range planning with students serves to facilitate individualized instruction. Read this information sheet keeping in mind that many teachers have discontinued the practice of individualized instruction because they lacked an understanding of their role in individualized (modularized) instruction.

MANAGING STUDENT ACTIVITY IN AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM

The vocational teacher with well developed modules (learning guides) is in a good position to install individualized instruction. However, modules are not self-instructional and the teacher must be prepared to devote a great amount of time and effort to assisting students with module related activities.

Since students will be progressing through modules at different rates and rarely will more than a few students be using the same module at the same time, the teacher must understand that the assistance needed by students will vary greatly and that typical group-oriented help will not suffice. The teacher must be prepared to offer individual help yet maintain a schedule in which the needs of all can be met.

Over the years, a number of vocational teachers have discontinued the practice of individualized instruction because they were unable to cope with several students making simultaneous demands on their time. The fact is that individualized instruction can be a "teacher's nightmare" unless the teacher has developed and installed a workable plan for <u>managing</u> individualized instruction.

Managing vs. Administering

Learning is the single common product of every dimension and every level of education. The reason why we have teachers is to facilitate student learning and any outcome of education other than student learning is but a by-product of education. The worth of a teacher is directly related to his or her ability to affect student learning.

It is a well established fact that learning is an internal process and that unless a person has the desire, he or she will not learn. The teacher can be very skilled at directing student activity, organizing the learning environment, and using teaching skills but not affect student learning unless students desire to learn. These skills - directing, organizing, and executing, are generally considered those needed by teachers who administer instruction. Those who manage instruction are also expected to have very well developed planning and leadership skills. These additional skills, when properly used, increase the teachers' chances of affecting student learning.

Planning

All teachers are expected to do advanced planning. In effect, a course of study, a unit plan, and a lesson plan are outcomes of teacher planning activity. However, since each of these plans does not require both the teacher and the students to be involved in the planning process, they do not reflect management planning. A teacher-manager will involve students in the planning process since research has shown that people are more willing to work toward goals they help define; especially when the responsibility all have toward reaching these goals is clearly understood. The involvement of students in the planning process separates the teacher-manager from the teacher-administrator.

Leadership

A leader is a person who performs actions that assist a group (or individual) achieve its goals. The particular style used by a leader should be related to who is being assisted and the assumptions about the worth or people that the leader makes. For example, a teacher who believes that students are generally lazy and not to be trusted would be expected to closely supervise student activity since close supervision would be most helpful to students. In contrast, the teacher who believes that students are very willing to work toward achieving learning goals and can be trusted to do so, would feel that close supervision of student activity is unnecessary.

Summary

The vocational teacher who adopts individualized instruction must be a skilled manager. In addition to having the ability to direct student learning activity, organize the learning environment, and utilize teaching skills, he or she must be willing and able to involve students in planning activities and help them achieve their goals through actions taken on their behalf. In effect, the vocational teacher who becomes involved in individualized instruction needs to be more than an administrator of instruction, he or she must be an instructional manager.

Management Plans

The teacher-manager will find it necessary to involve students in both long-range and short-range planning. Since most schools are time-based with the school year divided into semesters (grading periods) and days, two management plans should be developed; one for the year and one for each day.

Long-Range Plan

The typical school year is 180 days long with a certain number of hours in each day devoted to the vocational education of students. For example, if

students received vocational education for 3 hours in each of 180 days, they would receive vocational preparation for 540 hours in a given year. A long-range plan for a student would indicate what a student and his or her vocational teacher agreed could be accomplished in that 540 hours. Stated differently, which occupational skills would be learned?

It should be obvious that a long-range plan would be somewhat tentative and subject to change given student differences and unanticipated alterations in available educational time due to such things as inclement weather and student sickness. Nevertheless, a tentative long-range plan is needed to help the student focus on acceptable objectives and to help the teacher assist the student reach those objectives.

Prior to the student meeting with the teacher to develop a long-range plan, the teacher would have to establish the time needed to meet each objective that the student might select. This is accomplished by the teacher determining the standard time for learning each occupational skill (Terminal Performance Objective) that the program is designed to help students learn.

The standard time is determined through the teacher computing the time that it has taken other students to master the skill and then determining the average time it took them. Naturally, only an estimate of standard time can be set until the teacher has computed standard time from student data. In addition, standard time becomes more realistic as additional student information is gathered. Once the teacher has established standard time for each occupational skill the program addresses, it is possible for the teacher to meet with a student to develop a long-range plan.

The meeting will focus on the different skills in the program. The student will be advised as to which skills are most essential to occupational success and which may be prerequisite to others. Given the available time in

the school year and the time it took other students (standard time) to master each skill, the teacher and the student can arrive at a tentative listing of the skills to be learned during the year. Following is an example of a yearly plan for a hypothetical student.

INDIAN VALLEY AREA VOCATIONAL SCHOOL
Long-Range Plan
Student Performance Contract

Student Jerry Smith Program Auto Mech. Sending School Alington
Signed _____ Date 9/2/82

FIRST QUARTER			SECOND QUARTER		
TPO*	ST	AT	TPO	ST	AT
001	13		022	19	
002	10		035	23	
003	17		036	25	
006	22		037	18	
007	27		075	26	
008	16		076	24	
010	25				
012	5				
TOTALS	135			135	

THIRD QUARTER			FOURTH QUARTER		
TPO	ST	AT	TPO	ST	AT
005	5		093	24	
009	13		092	19	
011	25		094	26	
077	10		095	23	
078	16		099	18	
079	17		100	25	
080	27				
088	22				
TOTALS	135			135	

*For a listing of the occupational skills (TPO) these numbers are associated with, see Program Description: Auto Mech.

As you can see, this student's long-range plan calls for him to master 28 occupational skills over the year. The school year is divided into four quarters with the student contracting to master 135 hours (standard time) of occupational skills in each quarter. In the last column of each quarter is a place to record the actual time (AT) it takes the student to master the skills he has agreed to learn. As you will later learn, knowing the actual time it takes students to master skills is important when grading them.

Short-Range Plan

The short-range plan is focused on a single class period and is developed during class the day before the plan is to be put into action. The short-range plan, unlike the long-range plan, is not tentative but rather firm in application. The teacher and all students are involved in developing the short-range plan.

The purpose for the short-range plan is to make the most appropriate use of class time. This purpose is met through each class member making known his or her needs for the following class meeting. Once personal needs are made public, the teacher is able to schedule time for students requesting help and make plans for using unscheduled time. In developing the short-range plan one day in advance and allowing students to schedule helping time, the teacher avoids the frustration of several other students requesting helping time during class. Either the student has prescheduled helping time or help will not be available on demand. Following is an example of one teacher's short-range plan:

INDIAN VALLEY AREA VOCATIONAL SCHOOL
Short-Range Plan
Tuesday - October 13, 1982

Program: Auto Mech. Teacher: Mr. Rubbins

TIME	ACTIVITY	STUDENT	NOTES
8:00	Daily Announcements	All	School-General Position Availability
8:10	Students Begin Activity	All	None
8:10	Helping Conference	John Jones	Intro. to New Module
8:25	Supervise Student Practice	All	Not Scheduled
9:00	Performance Evaluation	Bill Smith	Stat. #2 - Values
9:30	Helping Conference	Tina Legos	Progress Check
9:45	Performance Evaluation	Mark Tine	Stat. #4 - Timing
10:15	Supervise Student Practice	All	Not Scheduled
10:30	Helping Conference	Paul Berry	Intro. New Module
10:45	Dev. Short-Range Plan	All	Check With Each
10:55	Confirm Plan	All	Read Schedule
11:00	Dismissal	All	None

As is seen, the short-range plan includes scheduled time with five students and provides 15 minutes to develop and confirm the following day's plan. The remaining time has not been scheduled by students but the teacher decided to use that time to make general announcements and to supervise students while they are practicing occupational skills.

As mentioned previously, the short-range plan is applied rather rigidly. When students schedule helping time they will be helped. If, for whatever reason, the help is not required at the scheduled time, the teacher may reassign that time to some other student or student activity. However, the person

who originally scheduled helping time has no claim over other scheduled time and must reschedule helping time. As should be obvious, students must carefully anticipate their needs while the short-range plan is being developed or run the risk of not receiving help when needed.

Another favorable feature of the short-range plan is the possibility of resolving simultaneous demands for helping time a day in advance. If several students wish to schedule helping time and only one of them can be helped the following day, it is possible to determine which will receive the help and which will be required to wait. With the teacher's assistance, those who must wait can be advised into useful activity the following day even if denied the help requested.

Summary

The vocational teacher who installs individualized instruction must be a skilled manager. As a manager, he or she must be able to work with students to cooperatively develop both long-and short-range plans.

The long-range plan is tentative in nature but does help to focus student and teacher activity toward what each student has contracted to accomplish during the year. In contrast, the short-range plan is rather firm in application and derived from the immediate needs of students.

The vocational teacher who involves students in planning activities increases his or her chances of helping students achieve the goals they have helped establish. Providing students with timely assistance is the mark of a true educational leader.

Modularized Instruction-The Teacher's Role

As stated previously, modules are not self-instructional and students will need help learning through their use. This fact has led certain people to refer to modules as directed self-instructional materials. What is suggested here is that modules become useful when the teacher provides students with appropriate help at the right time.

In the last section, you were made aware of the utility of developing a short-range plan with students so as to best utilize available class time. In the example provided, it was shown that the teacher scheduled helping time with two students to introduce them to a new module and with another to check her progress toward learning a particular occupational skill. Time was also scheduled to supervise students currently practicing occupational skills and others wishing to demonstrate competence at particular skills. In effect, the teacher's role in modularized instruction is to do what was identified in the short-range plan; namely, to introduce students to modules, to check their progress while using them, to supervise their practice activity, and to assess their ability to perform each skill in their program.

Introduce A Module

The teacher who does not take the time to introduce each module to a student is inviting problems. Although most modules have an introduction and instructions for the user, the teacher's interaction with the user serves a very important function; it helps the student clarify what is to be learned, why it is to be learned, and how he or she will recognize when competence has been achieved.

A number of teachers have not taken the time to introduce modules to students and have found students unwilling to use modules to learn. Using a module without an introduction by a teacher can be compared to a teacher asking a student to read a book without first making it clear what is to be gained through this activity. Students will avoid activity lacking clear purpose and teachers have no right to expect students to engage in activities without first making their purpose clear.

It is recommended that a teacher introduce a module by following these steps.

Step 1 - Discuss with the student the skill that the module centers on. Find out if the student has any experience in using the skill. Inform the student how the new skill relates to other skills learned and others yet to learn. Discuss the importance of the skill to overall job performance and how often the skill is likely to be used once employed.

Step 2 - Review with the student the conditions under which performance will be assessed and the standard that must be met. Make sure the student understands the assessment setting and how you will be able to determine skill competence. If the standard for performance is set by a professional organization, review with the student the relevant pages in the manual, pamphlet, etc. that contains the standard.

Step 3 - Discuss all required, alternate, and optional learning experiences offered. Since you know the student's learning style it is possible to review quickly all module learning experiences and to council the student into those that would be most helpful. It is also possible, through this discussion, to council students out of learning activities when it is found that they have already learned what the activity focuses upon.

Step 4 - Discuss time utilization with the student. Each student knows that the standard time for each skill indicates the time that it has taken others (on the average) to learn the skill. What the student may not know is how to make the best use of time when learning a particular skill. You should recommend how much time to use practicing the skill and the amount of time needed to complete a performance assessment.

Check Student Progress

Few students have experience at determining their own best learning pace. For the most part, students have been required to progress at a pace set by

their teacher; group-paced instruction. Lacking experience in self-paced instruction, students will need help making the best use of their time.

In an effort to help students make the best use of their time, the teacher will have to schedule progress checks with each student once or twice a week. These scheduled meetings are in addition to those that students themselves initiate and, for this reason, they need not be long.

During a progress check meeting, the teacher should determine how far the student has progressed toward mastering the skill upon which he or she is working and the problems encountered thus far that the teacher might help resolve. The teacher might, for example, find that a student has made little or no progress as a result of lacking sufficient motivation or not having access to a particular piece of equipment. Had not the teacher initiated a progress check with this student, the student might well have continued along a non-productive path for many days.

Supervise Student Practice

One of the major concerns that vocational teachers have regarding individualized instruction is related to students being involved in practice activities while the teacher is helping other students with activities out of the practice area. This concern is realistic but not justified. The fact is that all vocational teachers find it necessary to be outside the practice area from time to time no matter what system of instruction is used. For this reason, well organized vocational teachers have always identified points at which students must check with their teacher before continuing the steps of a task. These "check points" guard against students getting hurt and equipment damaged.

The teacher's daily plan should provide time to supervise student practice and the time used for this purpose should be spread out over the period available for instruction. The teacher should use that time to observe each student

engaged in practice and to offer each encouragement and advice. In addition, the teacher must help those students who have reached a check-point requiring the teacher's attention.

Supervising student practice within an individualized program differs from doing so in a group-paced program. For one thing, far fewer students within an individualized program would be engaged in practice activity simultaneously. For another, seldom would more than one student be practicing a particular occupational skill at one point in time. Experience has shown that the time needed by teachers to supervise student practice is greatly reduced in individualized instruction.

Occupational Skill Assessment

It is said that practice makes perfect. After a student has engaged in practice and feels that competence has been reached, the student is required to demonstrate skill mastery to the teacher. With this in mind, the student must schedule a time for the assessment.

In cases where skill mastery results in the student's producing a product that must meet certain criteria (the standard), the amount of time needed by the teacher to assess the student's competence is not great. For example, it does not take long to determine if a set of brakes work or a mechanical part meets tolerances.

In contrast, there are times when skill mastery is judged by the process followed by the student. It usually requires more teacher time to assess a process type occupational skill. For example, it takes time to determine if a student correctly followed each step used to sterilize surgical instruments, or give a patient a backrub.

Some teachers have found that a video system is very useful in assessing a student's ability to perform process-type occupational skills. In effect, the student can video-tape personal performance and have the teacher assess performance at a time more convenient than class time.

Summary

Although modules direct students to activities designed to help them move from a simple awareness of how a skill is performed, through practice, to performing skills under occupational conditions, modules are not self-instructional. The vocational teacher has a very important role to play in modularized instruction.

In an effort to maximize student progress toward learning occupational skills, the teacher must introduce each module to students, make frequent progress checks, supervise student practice, and assess student competence. The vocational teacher who involves students in preparing a daily "short-range" plan will find that there is ample time available to provide students with the help they need to become occupationally competent.

Activity:

The following items check your comprehension of the material in the information sheet, Managing student activity in an individualized instructional program, pp. 6-18. Please explain fully, but briefly, and make sure you respond to all parts of each item.

Self-Check

1. The planning of teacher-managers differs from that of teacher-administrators in what way? State the purpose of long-and short-range planning in individualized instruction.

2. Discuss long-range planning in terms of what would be included in a long-range plan and why this should be included in the plan.

3. Discuss short-range planning in terms of what would be included in a short-range plan, when it should be developed, and why it should be firmly followed.

4. In general, what does the teacher do to introduce a student to a module?

5. Why is it necessary for the teacher to schedule periodic progress checks with each student?

6. In individualized instruction, what is the teacher's role in supervising students as they practice occupational skills?

7. Vocational teachers are required to assess student competence through either evaluating a product produced or the process followed to do something. How does product evaluation differ from process evaluation?

Feedback: Compare your completed written responses on the Self-Check with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. The teacher-manager involves students in the planning process whereas the teacher-administrator does not. The purpose for both long-and short-range planning in individualized instruction is to involve students in goal setting (long-range) and involve them in determining how they will use their time each day (short-range). It is well understood, that learning is an internal process which is facilitated when learners take an active role in planning what they will learn and how they will go about learning.

2. A long-range plan is the result or a cooperative effort between a teacher and a single student. The plan will state the occupational skills (TPOs) that the student will attempt to learn and the standard time for learning each skill. Included in the plan will be provisions for recording the actual time it took the student to learn each skill contracted for.

   The listing of Terminal Performance Objectives serves to focus the student's yearly activity toward learning important occupational skills. By including in the plan the standard time for each skill, the student becomes aware of the average time it has taken other students to master each skill. In a sense, standard time serves as a target for the student to "shoot at." The actual time it takes the student to master each skill may be different from standard time but the student will continually be aware of personal progress as this compares to the progress of others who have mastered the skill.

3. The short-range plan includes the type of help that the teacher will provide students (teacher activity), when during the instructional period the help will be offered, and who will be provided help by the teacher. The short-range plan in developed the day before it will be put into effect.

The short-range plan must be followed and not influenced by students unanticipated needs since new demands from students would, if met, reduce the help to be provided to students who have scheduled helping time.

4. In introducing a module to a student, the teacher should discuss with the student the skill that the module focuses upon, review with the student the conditions under which the skill must be performed and the standard for mastery, discuss each of the learning activities included in the module with the student, and also discuss how the student's time would best be used to learn the skill.

5. There are a number of things that could influence student progress in modularized (individualized) instruction. In an effort to resolve problems before they have too great an effect on the student's progress, the teacher should hold periodic short meetings with each student to determine his or her progress.

6. The teacher will find it necessary to supervise students while they are practicing occupational skills no matter what approach to instruction is used. In individualized instruction, the teacher will have fewer students practicing skills at the same time with each probably practicing a different

skill. The teacher's role will be to offer each encouragement and help as needed and to be available as each reaches a defined "check point." The time devoted to this activity should be spread over the class period.

7. Many occupational skills when practiced result in a product being produced. However, there are other occupational skills that when practiced no product results. When a product results, the teacher's evaluation role is to determine if the product meets the stated standard. In contrast, the teacher's role in evaluating a process type occupational skill is to determine if the student followed each step in the process as described in the standard.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about individual points you made, review the information sheet, Managing Student Activity in an Individualized Instructional Program, pp. 6-18, or check with your Resource Person if necessary.

Optional Activity: ⇨ For additional information on the teachers role in individualized instruction you may wish to read Weaver, "Individualized Instruction: A Return to the One-Room School House?"

LEARNING EXPERIENCE II

Enabling Objective:

Given case studies describing how two vocational teachers managed student activity in their individualized instructional programs, critique the teachers' performance.

Activity:

You will be reading the case studies, pp. 26-31, and writing a critique of each teacher described.

Feedback:

You will be evaluating your competency in critiquing the teachers' performance at managing their individualized instructional programs by comparing your completed critiques with the model critiques, pp. 31-35.

Optional Activity:

You may wish to visit with one or more teachers currently managing individualized instructional programs to observe their managing techniques and/or discuss this with them.

Activity Read the following two case studies which describe how two teachers manage their individualized instructional programs. As you read each case study, try to determine if the teachers are properly managing their programs.

CASE STUDY 1

Chris Myles, an appliance repair instructor from Coal County AVTS in Pennsylvania, was sitting in an out-of-the-way spot in Jerry Niles' class at Nesbit County AVTS as Jerry's students began arriving for the day. Chris had traveled the 100 miles to Nesbit to observe Jerry's class because it was widely recognized in the state that Jerry's program was an exemplary example of individualized instruction in action. Since Chris had decided to try individualized instruction, he wanted to observe first hand, how Jerry could manage his 25 students. During the three hour class period, Chris observed the following:

1. As students entered the class they selected their time cards and recorded on them the time at which class was scheduled to begin.
2. After arriving at class, some students went directly to the learning resource center (located in the classroom) and began either reading or using various audio-visual material. Others selected equipment and began working on various appliances located in one area in the shop.
3. At 8:35 (class began at 8:30), Jerry interrupted student activity and read the daily announcement. Following this, Jerry informed the class that he had posted two new notices this morning from employers seeking part-time employees and that in both cases the employers were willing to enter into

cooperative education agreements with the school. Jerry then read the short-range plan for the day that he had developed the night before. By 8:40 students were again busily engaged in activity.

4. At 9:00, Mr. Biggs entered Jerry's class and with him was Terry Lyles, a new student from out of state. Mr. Biggs (the school coordinator) introduced Terry to her new teacher and left. Following a short conference with Terry, Jerry Niles handed his new student her long-range plan for the year reminding her that she should make every effort to learn skills at close to standard time. Terry was then given a module to begin work on.

5. At 9:20, two students approached their teacher seeking help. One asked for Jerry to check her out (she had reached a check point) and one asked for a performance evaluation. Jerry informed the student that he would be over to check her out as soon as he completed the performance evaluation of the other student. The young lady was very upset and made this known to Jerry.

6. At 10:00, Jerry was still involved in the performance evaluation when the young lady who had previously asked to be checked out was observed sleeping in the Learning Resource Center. In fact, two other students were similarly engaged in catching up on some sleep.

7. At 10:30, Jerry went to the Learning Resource Center to help the girl wishing a check-out and, finding her asleep, scolded her for wasting class time. He did likewise to the other sleepers.
8. Between 10:30 and 11:25, Jerry gave out three new modules to his student, checked out the practice area several times giving assistance when asked, and conducted one more performance evaluation.
9. At 11:25, Jerry interupted students and told them to clean-up and get ready for dismissal. Between 11:25 and 11:30 the students cleaned-up and recorded on their time cards that class time (on task) finished at 11:30.
10. At 11:30 students left class after filing their time cards in the appropriate slots.

Based on Mr. Myles observations, critique Jerry Niles ability to manage his individualized instructional program.

CASE STUDY 2

Walt Ralston had the previous year installed his individualized program and he was now considering a return to group instruction since his students didn't seem to be making as much progress as they had prior to his installing individualized instruction. In fact, his student drop-out rate had increased considerably this year and the number of students selecting to enter his program had similarly declined.

As he was thinking about his problem when Kay Adams, his supervisor, entered his office and asked if she might have a few minutes of his time to discuss his program with him. Walt agreed and was not at all surprised when Kay informed him that the Director had told her that he was considering suggesting to the board that his program be dropped due to insufficient student interest in it.

"As you know Walt," Kay went on, "I'm the one who suggested that you individualize your program and, based on what I hear, your problem is directly related to how you operate your program." "According to your students, they consider you unapproachable and not at all interested in them as individuals." "Since I feel responsible for your being in your present situation," said Kay, "I'd like to help you resolve the problem."

Walt was pleased that Kay wanted to help him but he couldn't believe that his problem had anything to do with his not being interested in students. Since installing individualized instruction he had involved his students in both long-and short-range planning and always scheduled time to spend with various students each day. In fact, he spent more time with individual students now than he had when he used group instructional methods.

"You know," Walt said, "that I am interested in my students and have never been unwilling to help a student." "In fact, since I've been involved

in individualized instruction I spend more time with my students than I did in the past." "However, as you know, when students become involved in the planning process then only those who schedule helping time have a right to it." "Students lacking foresight to schedule helping time have no right to demand my time when others have already scheduled it."

"I think I recognize where you might have gone wrong thus creating your problem," Kay was quick to state. "Can I see your short-range plan for today?" The following plan was provided Kay:

TIME	ACTIVITY	STUDENT	NOTES
8:00	Daily Announcements	All	General
8:10	Students Begin Activity	All	None
8:10	Helping Conference	John Jones	Intro. to New Module
8:25	Helping Conference	Mike Tiles	Intro. to New Module
8:40	Performance Evaluation	Jerry Smith	Stat.#2 - Brakes
9:10	Performance Evaluation	Bob Smyle	Stat #4 - Clutch
9:40	Helping Conference	Mark Adams	Intro. to New Module
9:55	Performance Evaluation	Barb Baker	Stat.#3 - Transmission
10:20	Helping Conference	Carol Kline	Intro. to New Module
10:45	Dev. Short-Range Plan	All	Check With Each
10:55	Confirm Plan	All	Read Schedule
11:00	Dismissal	All	None

After reviewing Walt's short-range plan for the day, Kay was sure she understood why students felt that Walt was considered unapproachable and not interested in individual students.

Based on what Kay saw in Walt's plan and her discussion with him, what do you believe to be the source of Walt's problem?

Feedback: Compare your written critiques of the case studies with the model critiques found below. Your response need not duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUE 1

Jerry Niles' program had the essential characteristics to promote individualized instruction. There was space allocated for a learning resource center and students had modules to use to allow for student self-pacing. However, Jerry's ability to manage individualized instruction left much to be desired.

The most serious weakness in Jerry's approach to managing his class was his disregard for student involvement in the planning process. It was observed by Chris Myles, that Jerry developed the short-range plan for each class meeting the night before class without first determining whether students wanted to schedule helping time the following day. This disregard for student input resulted in students expecting (on demand) his help and, when not received, their displeasure with class activity.

Jerry's short-range plan was also very weak from the standpoint of providing the kinds of help that would assist students to achieve the objectives they were attempting. Stated differently, Jerry was a poor leader since he did not schedule his time in such a way that he could get to those students lacking sufficient motivation to sustain progress when he was working with other students. The 3 students who were observed sleeping in class indicate Jerry's weakness as their leader.

Another serious weakness in Jerry's ability to involve students in planning activities, the mark of a good manager, was observed by Myles. Jerry apparently required all students to work on the same occupational skills during

the year. Students were not asked to help develop their own long-range plan. In a sense Jerry expected all students to meet the same objectives at a similar pace (close to standard time).

It was also observed that Jerry did not spend time introducing students to the modules they were expected to use. Apparently, Jerry considered modules to be self-instructional and that his role was simply to evaluate their performance when they had reached that point in using a module.

In short, Jerry Niles was a poor manager of his program. He did not involve his students in planning activity nor did he provide the leadership needed to assist all students make steady progress toward learning the skills his program addressed. Chris Myles traveled 100 miles to observe individualized instruction in action only to observe a program that had the essential characteristics in place but poorly managed. Chris would be well advised to observe others involved in individualized instruction before attempting to himself begin such an approach to education.

MODEL CRITIQUE 2

Although the particular short-range plan exhibited might not be representative of all of Walt's plans, this plan indicates that Walt operates on an "either you schedule time or you get none" basis. In effect, Walt has over-scheduled class time.

A reasonable short-range plan would provide for some of Walt's time to be used to supervise the practice area and some of his time to meet with students not requesting help - sort of a progress check. By overscheduling himself, Walt has not provided for all students, only those able to anticipate that help will be needed and those who feel the need for help.

It is not difficult to reach the conclusion that Walt's students might feel that he does not want to get involved with them except for specific purposes which, in a sense, makes him unapproachable. There is reason to believe that the increase in student chop-out and the decrease in student enrollments is related to the way Walt uses his time.

As to the apparent decrease in student progress, there is little information given to suggest reasons why this has occurred. However, with Walt not scheduling time to check student progress, some students may not feel the need to progress and others possibly not even recognize that their progress is not satisfactory.

Optional Activity: ⇨ You may wish to arrange through your Resource Person to visit a teacher currently managing an individualized instructional program. At this time you could discuss with the teacher the planning process used and observe the class being managed.

LEARNING EXPERIENCE III

FINAL EXPERIENCE

Terminal Objective:

In an actual school situation, manage student activity in an individualized instructional program.

Activity:

Manage student activity in the individualized program you now teach, this will include:

- involving students in both long-and short-range planning.
- providing students using modules with appropriate help.

Note: Due to the nature of this experience, you will need to have access to an actual school and to a program in your occupational area over an extended period of time.

You will also need to have well developed modules to use with students in order to make at least one segment of the student's program individualized.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment.

Feedback:

Arrange in advance to have your Resource Person review your documentation and to observe you manage no less than one class meeting.

Based on the criteria specified in the teacher performance assessment instrument, your Resource Person will determine whether you are competent at managing student activity in an individualized instructional program.

TEACHER PERFORMANCE ASSESSMENT FORM

NAME_____

DATE_____

RESOURCE PERSON_____

DIRECTIONS: Indicate the level of the teacher's accompiishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. The teacher and students cooperatively developed both long-and short-range plans.						
2. The student's long-range plan included:						
a. A listing of the occupational skills (TPOs) to be learned						
b. The standard time assigned to learning each occupational skill. .						
c. Provisions for recording the actual time it took to learn each occupational skill.						
3. The teacher's short-range plan included:						
a. The activity the teacher would be involved in to help students. . . .						
b. Who the teacher's activity would be directed toward helping.						
c. When the teacher's activity would take place.						
4. The student's long-range plan was considered tentative and subject to change						

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	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. The teacher's short-range plan was						
a. Developed one day prior to being put into action						
b. Considered relatively firm and not subject to alteration by students .						
6. The teacher provided students individualized assistance through:						
a. Introducing each module to each student						
b. Periodically checking each student's progress.						
c. Supervising those students practicing occupational skills						
d. Assessing student competence by evaluating process and product type occupational skills						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives NONE, POOR or FAIR responses, the teacher and Resource Person should meet to determine additional activities the teacher needs to complete in order to reach competency in the weak area(s).

MANAGE STUDENT ACTIVITY IN AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM

By

Richard A. Adamsky

Department of Vocational Education

Temple University

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CONTRACT 85-9825

INTRODUCTION

Numerous vocational teachers have rejected individualized instruction after discovering through experience that they were unable to cope with some twenty odd students progressing along different paths and at different rates toward occupational competence. Lacking the skill to manage student activity they falsely concluded that individualized instruction was unmanageable and the only sensible thing to do was to return to group instructional methodology.

Individualized instruction does require teachers to have skills not required of them to operate group-oriented instructional programs. For this reason, vocational teachers should develop these skills prior to installing individualized instruction. To do less, is to invite frustration and possible failure.

This module is designed to develop your ability to manage student activity in an individualized instructional program. You will learn how to involve students in long-and short-range planning and how to provide them with the leadership they will need to make progress in their programs. You will also learn how to direct students as they make use of modules in their programs.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual school situation, manage student activity in an individualized instructional program.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures followed by teachers to manage student activity in an individualized instructional program.

2. Given case studies describing how two vocational teachers managed student activity in their individualized instructional programs, critique the teachers' performance.

Prerequisites:

None

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, (2) to locate additional references if needed, and (3) to get assistance in setting up activities with peers or observations of skilled teachers , if necessary. Your Resource Person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

(Optional)

1. Reference: Weaver, David H. "Individualized Instruction: A Return to the One-Room School House?" Business Education World. 55 (November/December, 1974) : 5-7.

LEARNING EXPERIENCE II

(Optional)

An individualized program for you to visit in order to observe the teacher manage student activity and/or to discuss this with the teacher.

LEARNING EXPERIENCE III

(Required)

An actual school situation in which you can manage student activity in an individualized educational program.

A Resource Person to assess your competence at managing student activity in an individualized instructional program.

LEARNING EXPERIENCE I

OVERVIEW

Enabling Objective: After completing the required reading, demonstrate knowledge of the procedures followed by teachers to manage student activity in an individualized instructional program.

Activity: You will be reading the information sheet, Managing student activity in an individualized instructional program, pp. 6-18.

Activity: You will be demonstrating knowledge of the procedures followed by teachers to manage student activity in an instructional program by completing the Self-Check, pp. 18-21.

Feedback: You will be evaluating your competency by comparing your self-check responses with the model responses, pp. 22-24.

Optional Activity You may wish to read Weaver, "Individualizing Instruction: A Return to the One-Room School House?" Business Education World, pp. 5-7.

Activity: This information sheet explains the role of the vocational teacher in modularized instruction and how long-and short-range planning with students serves to facilitate individualized instruction. Read this information sheet keeping in mind that many teachers have discontinued the practice of individualized instruction because they lacked an understanding of their role in individualized (modularized) instruction.

MANAGING STUDENT ACTIVITY IN AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM

The vocational teacher with well developed modules (learning guides) is in a good position to install individualized instruction. However, modules are not self-instructional and the teacher must be prepared to devote a great amount of time and effort to assisting students with module related activities.

Since students will be progressing through modules at different rates and rarely will more than a few students be using the same module at the same time, the teacher must understand that the assistance needed by students will vary greatly and that typical group-oriented help will not suffice. The teacher must be prepared to offer individual help yet maintain a schedule in which the needs of all can be met.

Over the years, a number of vocational teachers have discontinued the practice of individualized instruction because they were unable to cope with several students making simultaneous demands on their time. The fact is that individualized instruction can be a "teacher's nightmare" unless the teacher has developed and installed a workable plan for <u>managing</u> individualized instruction.

Managing vs. Administering

Learning is the single common product of every dimension and every level of education. The reason why we have teachers is to facilitate student learning and any outcome of education other than student learning is but a by-product of education. The worth of a teacher is directly related to his or her ability to affect student learning.

It is a well established fact that learning is an internal process and that unless a person has the desire, he or she will not learn. The teacher can be very skilled at directing student activity, organizing the learning environment, and using teaching skills but not affect student learning unless students desire to learn. These skills - directing, organizing, and executing, are generally considered those needed by teachers who administer instruction. Those who manage instruction are also expected to have very well developed planning and leadership skills. These additional skills, when properly used, increase the teachers' chances of affecting student learning.

Planning

All teachers are expected to do advanced planning. In effect, a course of study, a unit plan, and a lesson plan are outcomes of teacher planning activity. However, since each of these plans does not require both the teacher and the students to be involved in the planning process, they do not reflect management planning. A teacher-manager will involve students in the planning process since research has shown that people are more willing to work toward goals they help define; especially when the responsibility all have toward reaching these goals is clearly understood. The involvement of students in the planning process separates the teacher-manager from the teacher-administrator.

Leadership

A leader is a person who performs actions that assist a group (or individual) achieve its goals. The particular style used by a leader should be related to who is being assisted and the assumptions about the worth or people that the leader makes. For example, a teacher who believes that students are generally lazy and not to be trusted would be expected to closely supervise student activity since close supervision would be most helpful to students. In contrast, the teacher who believes that students are very willing to work toward achieving learning goals and can be trusted to do so, would feel that close supervision of student activity is unnecessary.

Summary

The vocational teacher who adopts individualized instruction must be a skilled manager. In addition to having the ability to direct student learning activity, organize the learning environment, and utilize teaching skills, he or she must be willing and able to involve students in planning activities and help them achieve their goals through actions taken on their behalf. In effect, the vocational teacher who becomes involved in individualized instruction needs to be more than an administrator of instruction, he or she must be an instructional manager.

Management Plans

The teacher-manager will find it necessary to involve students in both long-range and short-range planning. Since most schools are time-based with the school year divided into semesters (grading periods) and days, two management plans should be developed; one for the year and one for each day.

Long-Range Plan

The typical school year is 180 days long with a certain number of hours in each day devoted to the vocational education of students. For example, if

students received vocational education for 3 hours in each of 180 days, they would receive vocational preparation for 540 hours in a given year. A long-range plan for a student would indicate what a student and his or her vocational teacher agreed could be accomplished in that 540 hours. Stated differently, which occupational skills would be learned?

It should be obvious that a long-range plan would be somewhat tentative and subject to change given student differences and unanticipated alterations in available educational time due to such things as inclement weather and student sickness. Nevertheless, a tentative long-range plan is needed to help the student focus on acceptable objectives and to help the teacher assist the student reach those objectives.

Prior to the student meeting with the teacher to develop a long-range plan, the teacher would have to establish the time needed to meet each objective that the student might select. This is accomplished by the teacher determining the standard time for learning each occupational skill (Terminal Performance Objective) that the program is designed to help students learn.

The standard time is determined through the teacher computing the time that it has taken other students to master the skill and then determining the average time it took them. Naturally, only an estimate of standard time can be set until the teacher has computed standard time from student data. In addition, standard time becomes more realistic as additional student information is gathered. Once the teacher has established standard time for each occupational skill the program addresses, it is possible for the teacher to meet with a student to develop a long-range plan.

The meeting will focus on the different skills in the program. The student will be advised as to which skills are most essential to occupational success and which may be prerequisite to others. Given the available time in

the school year and the time it took other students (standard time) to master each skill, the teacher and the student can arrive at a tentative listing of the skills to be learned during the year. Following is an example of a yearly plan for a hypothetical student.

INDIAN VALLEY AREA VOCATIONAL SCHOOL
Long-Range Plan
Student Performance Contract

Student Jerry Smith Program Auto Mech. Sending School Alington
Signed _____ Date 9/2/82

FIRST QUARTER			SECOND QUARTER		
TPO*	ST	AT	TPO	ST	AT
001	13		022	19	
002	10		035	23	
003	17		036	25	
006	22		037	18	
007	27		075	26	
008	16		076	24	
010	25				
012	5				
TOTALS	135			135	

THIRD QUARTER			FOURTH QUARTER		
TPO	ST	AT	TPO	ST	AT
005	5		091	24	
009	13		092	19	
011	25		094	26	
077	10		095	23	
078	16		099	18	
079	17		100	25	
080	27				
088	22				
TOTALS	135			135	

*For a listing of the occupational skills (TPO) these numbers are associated with, see Program Description: Auto Mech.

As you can see, this student's long-range plan calls for him to master 28 occupational skills over the year. The school year is divided into four quarters with the student contracting to master 135 hours (standard time) of occupational skills in each quarter. In the last column of each quarter is a place to record the actual time (AT) it takes the student to master the skills he has agreed to learn. As you will later learn, knowing the actual time it takes students to master skills is important when grading them.

Short-Range Plan

The short-range plan is focused on a single class period and is developed during class the day before the plan is to be put into action. The short-range plan, unlike the long-range plan, is not tentative but rather firm in application. The teacher and all students are involved in developing the short-range plan.

The purpose for the short-range plan is to make the most appropriate use of class time. This purpose is met through each class member making known his or her needs for the following class meeting. Once personal needs are made public, the teacher is able to schedule time for students requesting help and make plans for using unscheduled time. In developing the short-range plan one day in advance and allowing students to schedule helping time, the teacher avoids the frustration of several other students requesting helping time during class. Either the student has prescheduled helping time or help will not be available on demand. Following is an example of one teacher's short-range plan:

INDIAN VALLEY AREA VOCATIONAL SCHOOL
Short-Range Plan
Tuesday - October 13, 198[illegible]

Program: Auto Mech. Teacher: Mr. Rubbins

TIME	ACTIVITY	STUDENT	NOTES
8:00	Daily Announcements	All	School-General Position Availability
8:10	Students Begin Activity	All	None
8:10	Helping Conference	John Jones	Intro. to New Module
8:25	Supervise Student Practice	All	Not Scheduled
9:00	Performance Evaluation	Bill Smith	Stat. #2 - Values
9:30	Helping Conference	Tina Legos	Progress Check
9:45	Performance Evaluation	Mark Tine	Stat. #4 - Timing
10:15	Supervise Student Practice	All	Not Scheduled
10:30	Helping Conference	Paul Berry	Intro. New Module
10:45	Dev. Short-Range Plan	All	Check With Each
10:55	Confirm Plan	All	Read Schedule
11:00	Dismissal	All	None

As is seen, the short-range plan includes scheduled time with five students and provides 15 minutes to develop and confirm the following day's plan. The remaining time has not been scheduled by students but the teacher decided to use that time to make general announcements and to supervise students while they are practicing occupational skills.

As mentioned previously, the short-range plan is applied rather rigidly. When students schedule helping time they will be helped. If, for whatever reason, the help is not required at the scheduled time, the teacher may reassign that time to some other student or student activity. However, the person

who originally scheduled helping time has no claim over other scheduled time and must reschedule helping time. As should be obvious, students must carefully anticipate their needs while the short-range plan is being developed or run the risk of not receiving help when needed.

Another favorable feature of the short-range plan is the possibility of resolving simultaneous demands for helping time a day in advance. If several students wish to schedule helping time and only one of them can be helped the following day, it is possible to determine which will receive the help and which will be required to wait. With the teacher's assistance, those who must wait can be advised into useful activity the following day even if denied the help requested.

Summary

The vocational teacher who installs individualized instruction must be a skilled manager. As a manager, he or she must be able to work with students to cooperatively develop both long-and short-range plans.

The long-range plan is tentative in nature but does help to focus student and teacher activity toward what each student has contracted to accomplish during the year. In contrast, the short-range plan is rather firm in application and derived from the immediate needs of students.

The vocational teacher who involves students in planning activities increases his or her chances of helping students achieve the goals they have helped establish. Providing students with timely assistance is the mark of a true educational leader.

Modularized Instruction-The Teacher's Role

As stated previously, modules are not self-instructional and students will need help learning through their use. This fact has led certain people to refer to modules as directed self-instructional materials. What is suggested here is that modules become useful when the teacher provides students with appropriate help at the right time.

In the last section, you were made aware of the utility of developing a short-range plan with students so as to best utilize available class time. In the example provided, it was shown that the teacher scheduled helping time with two students to introduce them to a new module and with another to check her progress toward learning a particular occupational skill. Time was also scheduled to supervise students currently practicing occupational skills and others wishing to demonstrate competence at particular skills. In effect, the teacher's role in modularized instruction is to do what was identified in the short-range plan; namely, to introduce students to modules, to check their progress while using them, to supervise their practice activity, and to assess their ability to perform each skill in their program.

Introduce A Module

The teacher who does not take the time to introduce each module to a student is inviting problems. Although most modules have an introduction and instructions for the user, the teacher's interaction with the user serves a very important function; it helps the student clarify what is to be learned, why it is to be learned, and how he or she will recognize when competence has been achieved.

A number of teachers have not taken the time to introduce modules to students and have found students unwilling to use modules to learn. Using a module without an introduction by a teacher can be compared to a teacher asking a student to read a book without first making it clear what is to be gained through this activity. Students will avoid activity lacking clear purpose and teachers have no right to expect students to engage in activities without first making their purpose clear.

It is recommended that a teacher introduce a module by following these steps.

Step 1 - Discuss with the student the skill that the module centers on. Find out if the student has any experience in using the skill. Inform the student how the new skill relates to other skills learned and others yet to learn. Discuss the importance of the skill to overall job performance and how often the skill is likely to be used once employed.

Step 2 - Review with the student the conditions under which performance will be assessed and the standard that must be met. Make sure the student understands the assessment setting and how you will be able to determine skill competence. If the standard for performance is set by a professional organization, review with the student the relevant pages in the manual, pamphlet, etc. that contains the standard.

Step 3 - Discuss all required, alternate, and optional learning experiences offered. Since you know the student's learning style it is possible to review quickly all module learning experiences and to council the student into those that would be most helpful. It is also possible, through this discussion, to council students out of learning activities when it is found that they have already learned what the activity focuses upon.

Step 4 - Discuss time utilization with the student. Each student knows that the standard time for each skill indicates the time that it has taken others (on the average) to learn the skill. What the student may not know is how to make the best use of time when learning a particular skill. You should recommend how much time to use practicing the skill and the amount of time needed to complete a performance assessment.

Check Student Progress

Few students have experience at determining their own best learning pace. For the most part, students have been required to progress at a pace set by

their teacher; group-paced instruction. Lacking experience in self-paced instruction, students will need help making the best use of their time.

In an effort to help students make the best use of their time, the teacher will have to schedule progress checks with each student once or twice a week. These scheduled meetings are in addition to those that students themselves initiate and, for this reason, they need not be long.

During a progress check meeting, the teacher should determine how far the student has progressed toward mastering the skill upon which he or she is working and the problems encountered thus far that the teacher might help resolve. The teacher might, for example, find that a student has made little or no progress as a result of lacking sufficient motivation or not having access to a particular piece of equipment. Had not the teacher initiated a progress check with this student, the student might well have continued along a non-productive path for many days.

Supervise Student Practice .

One of the major concerns that vocational teachers have regarding individualized instruction is related to students being involved in practice activities while the teacher is helping other students with activities out of the practice area. This concern is realistic but not justified. The fact is that all vocational teachers find it necessary to be outside the practice area from time to time no matter what system of instruction is used. For this reason, well organized vocational teachers have always identified points at which students must check with their teacher before continuing the steps of a task. These "check points" guard against students getting hurt and equipment damaged.

The teacher's daily plan should provide time to supervise student practice and the time used for this purpose should be spread out over the period available for instruction. The teacher should use that time to observe each student

engaged in practice and to offer each encouragement and advice. In addition, the teacher must help those students who have reached a check-point requiring the teacher's attention.

Supervising student practice within an individualized program differs from doing so in a group-paced program. For one thing, far fewer students within an individualized program would be engaged in practice activity simultaneously. For another, seldom would more than one student be practicing a particular occupational skill at one point in time. Experience has shown that the time needed by teachers to supervise student practice is greatly reduced in individualized instruction.

Occupational Skill Assessment

It is said that practice makes perfect. After a student has engaged in practice and feels that competence has been reached, the student is required to demonstrate skill mastery to the teacher. With this in mind, the student must schedule a time for the assessment.

In cases where skill mastery results in the student's producing a product that must meet certain criteria (the standard), the amount of time needed by the teacher to assess the student's competence is not great. For example, it does not take long to determine if a set of brakes work or a mechanical part meets tolerances.

In contrast, there are times when skill mastery is judged by the process followed by the student. It usually requires more teacher time to assess a process type occupational skill. For example, it takes time to determine if a student correctly followed each step used to sterilize surgical instruments, or give a patient a backrub.

Some teachers have found that a video system is very useful in assessing a student's ability to perform process-type occupational skills. In effect, the student can video-tape personal performance and have the teacher assess performance at a time more convenient than class time.

Summary

Although modules direct students to activities designed to help them move from a simple awareness of how a skill is performed, through practice, to performing skills under occupational conditions, modules are not self-instructional. The vocational teacher has a very important role to play in modularized instruction.

In an effort to maximize student progress toward learning occupational skills, the teacher must introduce each module to students, make frequent progress checks, supervise student practice, and assess student competence. The vocational teacher who involves students in preparing a daily "short-range" plan will find that there is ample time available to provide students with the help they need to become occupationally competent.

Activity:

The following items check your comprehension of the material in the information sheet, Managing student activity in an individualized instructional program, pp. 6-18. Please explain fully, but briefly, and make sure you respond to all parts of each item.

Self-Check

1. The planning of teacher-managers differs from that of teacher-administrators in what way? State the purpose of long-and short-range planning in individualized instruction.

2. Discuss long-range planning in terms of what would be included in a long-range plan and why this should be included in the plan.

3. Discuss short-range planning in terms of what would be included in a short-range plan, when it should be developed, and why it should be firmly followed.

4. In general, what does the teacher do to introduce a student to a module?

5. Why is it necessary for the teacher to schedule periodic progress checks with each student?

6. In individualized instruction, what is the teacher's role in supervising students as they practice occupational skills?

7. Vocational teachers are required to assess student competence through either evaluating a product produced or the process followed to do something. How does product evaluation differ from process evaluation?

Feedback: Compare your completed written responses on the Self-Check with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. The teacher-manager involves students in the planning process whereas the teacher-administrator does not. The purpose for both long-and short-range planning in individualized instruction is to involve students in goal setting (long-range) and involve them in determining how they will use their time each day (short-range). It is well understood, that learning is an internal process which is facilitated when learners take an active role in planning what they will learn and how they will go about learning.

2. A long-range plan is the result or a cooperative effort between a teacher and a single student. The plan will state the occupational skills (TPOs) that the student will attempt to learn and the standard time for learning each skill. Included in the plan will be provisions for recording the actual time it took the student to learn each skill contracted for.

   The listing of Terminal Performance Objectives serves to focus the student's yearly activity toward learning important occupational skills. By including in the plan the standard time for each skill, the student becomes aware of the average time it has taken other students to master each skill. In a sense, standard time serves as a target for the student to "shoot at." The actual time it takes the student to master each skill may be different from standard time but the student will continually be aware of personal progress as this compares to the progress of others who have mastered the skill.

3. The short-range plan includes the type of help that the teacher will provide students (teacher activity), when during the instructional period the help will be offered, and who will be provided help by the teacher. The short-range plan is developed the day before it will be put into effect.

   The short-range plan must be followed and not influenced by students unanticipated needs since new demands from students would, if met, reduce the help to be provided to students who have scheduled helping time.

4. In introducing a module to a student, the teacher should discuss with the student the skill that the module focuses upon, review with the student the conditions under which the skill must be performed and the standard for mastery, discuss each of the learning activities included in the module with the student, and also discuss how the student's time would best be used to learn the skill.

5. There are a number of things that could influence student progress in modularized (individualized) instruction. In an effort to resolve problems before they have too great an effect on the student's progress, the teacher should hold periodic short meetings with each student to determine his or her progress.

6. The teacher will find it necessary to supervise students while they are practicing occupational skills no matter what approach to instruction is used. In individualized instruction, the teacher will have fewer students practicing skills at the same time with each probably practicing a different

skill. The teacher's role will be to offer each encouragement and help as needed and to be available as each reaches a defined "check point." The time devoted to this activity should be spread over the class period.

7. Many occupational skills when practiced result in a product being produced. However, there are other occupational skills that when practiced no product results. When a product results, the teacher's evaluation role is to determine if the product meets the stated standard. In contrast, the teacher's role in evaluating a process type occupational skill is to determine if the student followed each step in the process as described in the standard.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about individual points you made, review the information sheet, Managing Student Activity in an Individualized Instructional Program, pp. 6-18, or check with your Resource Person if necessary.

Optional Activity: ⇨ For additional information on the teachers role in individualized instruction you may wish to read Weaver, "Individualized Instruction: A Return to the One-Room School House?"

LEARNING EXPERIENCE II

Enabling Objective:

Given case studies describing how two vocational teachers managed student activity in their individualized instructional programs, critique the teachers' performance.

Activity:

You will be reading the case studies, pp. 26-31, and writing a critique of each teacher described.

Feedback:

You will be evaluating your competency in critiquing the teachers' performance at managing their individualized instructional programs by comparing your completed critiques with the model critiques, pp. 31-35.

Optional Activity:

You may wish to visit with one or more teachers currently managing individualized instructional programs to observe their managing techniques and/or discuss this with them.

Activity Read the following two case studies which describe how two teachers manage their individualized instructional programs. As you read each case study, try to determine if the teachers are properly managing their programs.

CASE STUDY 1

Chris Myles, an appliance repair instructor from Coal County AVTS in Pennsylvania, was sitting in an out-of-the-way spot in Jerry Niles' class at Nesbit County AVTS as Jerry's students began arriving for the day. Chris had traveled the 100 miles to Nesbit to observe Jerry's class because it was widely recognized in the state that Jerry's program was an exemplary example of individualized instruction in action. Since Chris had decided to try individualized instruction, he wanted to observe first hand, how Jerry could manage his 25 students. During the three hour class period, Chris observed the following:

1. As students entered the class they selected their time cards and recorded on them the time at which class was scheduled to begin.
2. After arriving at class, some students went directly to the learning resource center (located in the classroom) and began either reading or using various audio-visual material. Others selected equipment and began working on various appliances located in one area in the shop.
3. At 8:35 (class began at 8:30), Jerry interrupted student activity and read the daily announcement. Following this, Jerry informed the class that he had posted two new notices this morning from employers seeking part-time employees and that in both cases the employers were willing to enter into

cooperative education agreements with the school. Jerry then read the short-range plan for the day that he had developed the night before. By 8:40 students were again busily engaged in activity.

4. At 9:00, Mr. Biggs entered Jerry's class and with him was Terry Lyles, a new student from out of state. Mr. Biggs (the school coordinator) introduced Terry to her new teacher and left. Following a short conference with Terry, Jerry Niles handed his new student her long-range plan for the year reminding her that she should make every effort to learn skills at close to standard time. Terry was then given a module to begin work on.

5. At 9:20, two students approached their teacher seeking help. One asked for Jerry to check her out (she had reached a check point) and one asked for a performance evaluation. Jerry informed the student that he would be over to check her out as soon as he completed the performance evaluation of the other student. The young lady was very upset and made this known to Jerry.

6. At 10:00, Jerry was still involved in the performance evaluation when the young lady who had previously asked to be checked out was observed sleeping in the Learning Resource Center. In fact, two other students were similarly engaged in catching up on some sleep.

7. At 10:30, Jerry went to the Learning Resource Center to help the girl wishing a check-out and, finding her asleep, scolded her for wasting class time. He did likewise to the other sleepers.
8. Between 10:30 and 11:25, Jerry gave out three new modules to his student, checked out the practice area several times giving assistance when asked, and conducted one more performance evaluation.
9. At 11:25, Jerry interupted students and told them to clean-up and get ready for dismissal. Between 11:25 and 11:30 the students cleaned-up and recorded on their time cards that class time (on task) finished at 11:30.
10. At 11:30 students left class after filing their time cards in the appropriate slots.

Based on Mr. Myles observations, critique Jerry Niles ability to manage his individualized instructional program.

CASE STUDY 2

Walt Ralston had the previous year installed his individualized program and he was now considering a return to group instruction since his students didn't seem to be making as much progress as they had prior to his installing individualized instruction. In fact, his student drop-out rate had increased considerably this year and the number of students selecting to enter his program had similarly declined.

As he was thinking about his problem when Kay Adams, his supervisor, entered his office and asked if she might have a few minutes of his time to discuss his program with him. Walt agreed and was not at all surprised when Kay informed him that the Director had told her that he was considering suggesting to the board that his program be dropped due to insufficient student interest in it.

"As you know Walt," Kay went on, "I'm the one who suggested that you individualize your program and, based on what I hear, your problem is directly related to how you operate your program." "According to your students, they consider you unapproachable and not at all interested in them as individuals." "Since I feel responsible for your being in your present situation," said Kay, "I'd like to help you resolve the problem."

Walt was pleased that Kay wanted to help him but he couldn't believe that his problem had anything to do with his not being interested in students. Since installing individualized instruction he had involved his students in both long-and short-range planning and always scheduled time to spend with various students each day. In fact, he spent more time with individual students now than he had when he used group instructional methods.

"You know," Walt said, "that I am interested in my students and have never been unwilling to help a student." "In fact, since I've been involved

in individualized instruction I spend more time with my students than I did in the past." "However, as you know, when students become involved in the planning process then only those who schedule helping time have a right to it." "Students lacking foresight to schedule helping time have no right to demand my time when others have already scheduled it."

"I think I recognize where you might have gone wrong thus creating your problem," Kay was quick to state. "Can I see your short-range plan for today?" The following plan was provided Kay:

TIME	ACTIVITY	STUDENT	NOTES
8:00	Daily Announcements	All	General
8:10	Students Begin Activity	All	None
8:10	Helping Conference	John Jones	Intro. to New Module
8:25	Helping Conference	Mike Tiles	Intro. to New Module
8:40	Performance Evaluation	Jerry Smith	Stat.#2 - Brakes
9:10	Performance Evaluation	Bob Smyle	Stat.#4 - Clutch
9:40	Helping Conference	Mark Adams	Intro. to New Module
9:55	Performance Evaluation	Barb Baker	Stat.#3 - Transmission
10:20	Helping Conference	Carol Kline	Intro. to New Module
10:45	Dev. Short-Range Plan	All	Check With Each
10:55	Confirm Plan	All	Read Schedule
11:00	Dismissal	All	None

After reviewing Walt's short-range plan for the day, Kay was sure she understood why students felt that Walt was considered unapproachable and not interested in individual students.

Based on what Kay saw in Walt's plan and her discussion with him, what do you believe to be the source of Walt's problem?

Feedback: Compare your written critiques of the case studies with the model critiques found below. Your response need not duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUE 1

Jerry Niles' program had the essential characteristics to promote individualized instruction. There was space allocated for a learning resource center and students had modules to use to allow for student self-pacing. However, Jerry's ability to manage individualized instruction left much to be desired.

The most serious weakness in Jerry's approach to managing his class was his disregard for student involvement in the planning process. It was observed by Chris Myles, that Jerry developed the short-range plan for each class meeting the night before class without first determining whether students wanted to schedule helping time the following day. This disregard for student input resulted in students expecting (on demand) his help and, when not received, their displeasure with class activity.

Jerry's short-range plan was also very weak from the standpoint of providing the kinds of help that would assist students to achieve the objectives they were attempting. Stated differently, Jerry was a poor leader since he did not schedule his time in such a way that he could get to those students lacking sufficient motivation to sustain progress when he was working with other students. The 3 students who were observed sleeping in class indicate Jerry's weakness as their leader.

Another serious weakness in Jerry's ability to involve students in planning activities, the mark of a good manager, was observed by Myles. Jerry apparently required all students to work on the same occupational skills during

the year. Students were not asked to help develop their own long-range plan. In a sense Jerry expected all students to meet the same objectives at a similar pace (close to standard time).

It was also observed that Jerry did not spend time introducing students to the modules they were expected to use. Apparently, Jerry considered modules to be self-instructional and that his role was simply to evaluate their performance when they had reached that point in using a module.

In short, Jerry Niles was a poor manager of his program. He did not involve his students in planning activity nor did he provide the leadership needed to assist all students make steady progress toward learning the skills his program addressed. Chris Myles traveled 100 miles to observe individualized instruction in action only to observe a program that had the essential characteristics in place but poorly managed. Chris would be well advised to observe others involved in individualized instruction before attempting to himself begin such an approach to education.

MODEL CRITIQUE 2

Although the particular short-range plan exhibited might not be representative of all of Walt's plans, this plan indicates that Walt operates on an "either you schedule time or you get none" basis. In effect, Walt has over-scheduled class time.

A reasonable short-range plan would provide for some of Walt's time to be used to supervise the practice area and some of his time to meet with students not requesting help - sort of a progress check. By overscheduling himself, Walt has not provided for all students, only those able to anticipate that help will be needed and those who feel the need for help.

It is not difficult to reach the conclusion that Walt's students might feel that he does not want to get involved with them except for specific purposes which, in a sense, makes him unapproachable. There is reason to believe that the increase in student chop-out and the decrease in student enrollments is related to the way Walt uses his time.

As to the apparent decrease in student progress, there is little information given to suggest reasons why this has occurred. However, with Walt not scheduling time to check student progress, some students may not feel the need to progress and others possibly not even recognize that their progress is not satisfactory.

Optional Activity: ⇨ You may wish to arrange through your Resource Person to visit a teacher currently managing an individualized instructional program. At this time you could discuss with the teacher the planning process used and observe the class being managed.

LEARNING EXPERIENCE III

FINAL EXPERIENCE

Terminal Objective:

In an actual school situation, manage student activity in an individualized instructional program.

Activity:

Manage student activity in the individualized program you now teach, this will include:

- involving students in both long-and short-range planning.
- providing students using modules with appropriate help.

Note: Due to the nature of this experience, you will need to have access to an actual school and to a program in your occupational area over an extended period of time.

You will also need to have well developed modules to use with students in order to make at least one segment of the student's program individualized.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment.

Feedback:

Arrange in advance to have your Resource Person review your documentation and to observe you manage no less than one class meeting.

Based on the criteria specified in the teacher performance assessment instrument, your Resource Person will determine whether you are competent at managing student activity in an individualized instructional program.

TEACHER PERFORMANCE ASSESSMENT FORM

NAME_____

DATE_____

RESOURCE PERSON_____

DIRECTIONS: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. The teacher and students cooperatively developed both long-and short-range plans.						
2. The student's long-range plan included:						
a. A listing of the occupational skills (TPOs) to be learned						
b. The standard time assigned to learning each occupational skill. .						
c. Provisions for recording the actual time it took to learn each occupational skill.						
3. The teacher's short-range plan included:						
a. The activity the teacher would be involved in to help students. . . .						
b. Who the teacher's activity would be directed toward helping.						
c. When the teacher's activity would take place.						
4. The student's long-range plan was considered tentative and subject to change						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. The teacher's short-range plan was						
a. Developed one day prior to being put into action						
b. Considered relatively firm and not subject to alteration by students .						
6. The teacher provided students individualized assistance through:						
a. Introducing each module to each student						
b. Periodically checking each student's progress.						
c. Supervising those students practicing occupational skills						
d. Assessing student competence by evaluating process and product type occupational skills						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives NONE, POOR or FAIR responses, the teacher and Resource Person should meet to determine additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING MODULES IN THIS SERIES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an in-service teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction (2) the Objectives listed on p. 3, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

TITLES OF MODULES IN THE "X" SERIES

X-1 Validate An Occupational Analysis

X-2 Prepare Valid Performance Objectives

X-3 Develop A Module For Individualized Instruction

X-4 Arrange For The Improvement Of Vocational Facilities For Individualized Instruction

X-5 Establish An Ends Oriented Grading System

X-6 Provide Students With Individualized Assistance

TITLE OF CHANGE AGENT MODULE

Assist Vocational Education Personnel Move Toward Full Adoption of Performance-Based Vocational Education